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ABSTRACT

This report is a comprehensive overview of the organization and activities of the National Association of State Universities and Land Grant Colleges (NASULGC). It lists officers and members of the Board of Directors; provides who, what, why, when, where, and how facts and data about the organization and its 208 member institutions, which have an enrollment of over 3.2 million students; summarizes its governance structure; provides a general statement of context; notes missions and goals; lists the activities and initiatives it considers its most important priorities; notes the federal-relations activities, commission and council initiatives, and print and electronic communication projects through which it pursues its mission; lists and describes the mission of its related councils and commissions; provides a chronological history of the association and a chronology of federal legislation, beginning in 1787, affecting public higher education; lists, by state, its member institutions; and includes a list of staff members by major groups. Future annual meeting dates are also noted. (RH)

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NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES

NASULGC 2000

People and Programs

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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NASULGC

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NASULGC

America's state universities and land-grant colleges—all of them truly peoples' universities—constitute a marvelous enterprise that has served our nation superbly. They are fundamental to our democratic system and essential to our aspirations for a better, more just future. These universities are a critical part of public higher education, and they are essential to the well-being of our nation's economy and society.

C. Peter Magrath
President, NASULGC

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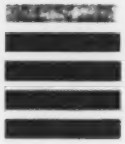


NASULGC
Facts

What

With roots going back to 1887, NASULGC is the nation's oldest non-profit, higher-education association. NASULGC has member campuses in all 50 states, the District of Columbia and the U.S territories. The association is governed by a chair and board of directors elected from the member universities and university systems. Its president is Dr. C. Peter Magrath, who directs a staff of 35 at its Washington, D.C., offices.

Who

As of February 2000, the association's membership stood at 208, consisting of state universities (50%), land-grant institutions (37%), and state-university systems (13%). The total included 75 land-grant universities, of which 17 are historically black institutions. In addition, 30 tribal colleges were granted land-grant status in 1994 and are represented in NASULGC through the membership of the American Indian Higher Education Consortium.

NASULGC members enroll more than 3.2 million students, about 23 percent of whom are members of racial and ethnic minority groups and 52.3 percent of whom are female. Members estimate upwards of 20 million alumni.

Why

The association's overriding mission is to support high-quality public higher education and to enhance the ability of its members to carry out their public obligations in learning, discovery, and engagement with society at large. NASULGC provides a forum for the discussion and development of policies affecting higher education and the public interest.

When

In 1963, the American Association of Land-Grant Colleges and State Universities merged with the National Association of State Universities to form the present National Association of State Universities and Land-Grant Colleges, or NASULGC (pronounced na SUL jick).

Where

The association's offices are located at:
1307 New York Ave., N.W.
Fourth Floor
Washington, D.C. 20005
(202) 478-6040
Fax: (202) 478-6046
www.nasulgc.org

How

NASULGC aids its members by helping to:

- Inform Congress, federal agencies, the news media, the general public and others about the special contributions of public universities, including their commitment to broad student access to higher learning;
- Encourage strong partnerships among public universities and federal, state and local governments, as well as partnerships with business and other institutions of post-secondary education;
- Promote legislative programs that strengthen public higher education, including in the increasingly important information-technology and international arenas;
- Advance historically black land-grant institutions through the Office for the Advancement of Public Black Colleges;
- Expand the impact of urban universities through activities that enhance the capacity of these institutions to deal with a wide range of urban problems.

Additional Data

Annual tuition and fees for fulltime undergraduate students at member institutions averaged $3,551 for academic 1999-2000, an increase of 2.5 percent over the previous year.

Member campuses award more than a half-million degrees annually, including about one third of all the U.S. bachelor's and master's degrees, 62 percent of all doctoral degrees, and an estimated 70 percent of the nation's engineering degrees.

NASULGC universities include 10 of the top 20 universities in *total federal* spending on research and development in science and engineering, according to 1998 figures from the National Science Foundation, and 15 of the top 20 universities in *total* research and development expenditures.

Further evidence of the importance of NASULGC institutions to the nation's research capacity comes from data on individual federal agencies' obligations for science and engineering. In fiscal 1997, for example, NASULGC members received:

- 95% of the funds obligated by the

Department of Agriculture for such activities.

- 72% of the funds obligated by the Environmental Protection Agency.
- 65% of those from the Department of Energy.
- 63% of those from the National Science Foundation.
- 59% of those from the National Aeronautics and Space Administration, and
- 43% of those from the National Institutes of Health.

The funds obligated by these and other agencies to NASULGC members totaled more than $8 billion.

NASULGC universities and colleges have educated about half the members of Congress, and 46 of the current CEOs of America's Fortune 100 corporations graduated from NASULGC institutions.

For more than 75 years, citizens in almost all of the nation's 3,150 counties have benefited from the activities of the land-grant universities' Cooperative Extension System.

The Board of Directors is the governing and ultimate policymaking body of the association. Under NASULGC's bylaws, representatives from the association's councils and commissions, six president/chancellor representatives, and three elected officers constitute the board. Each representative is elected to a three-year term, with the exception of the officers, who are elected to one-year terms.

An 11-member subset of the board, the Steering Committee, sets the agenda for the board. Steering Committee members include the officers and the six president/chancellor representatives.

In September 1992, the bylaws were amended to permit institutions that already belong to the American Association of State Colleges and Universities (AASCU) to become members of NASULGC, provided they fall under certain institutional categories and maintain AASCU membership.

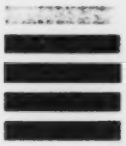
Each of NASULGC's 10 councils consists of representatives from each member institution. Appointed by the member institution's president or chancellor, the representatives are the chief administrators in their respective areas.

In addition, all NASULGC member institutions are given the opportunity to be involved with its six commissions, the association's key operating units. Each president/chancellor may appoint a voting delegate to each commission, while other individuals who work in relevant program areas may participate as nonvoting members.

Coalition Building

NASULGC works through multiple channels to encourage support of American higher education, and it frequently works in cooperation with other college associations to further higher-education interests. In particular, NASULGC staff meet regularly in networks, alliances and working groups with representatives of such associations as the American Council on Education, the American Association of Community Colleges, the Association of American Universities, the American Association of State Colleges and Universities, and the National Association of Independent Colleges and Universities.

NASULGC also works closely with the AAU on the federal research agenda, and the association has developed an especially close partnership with AASCU. In fact, the AASCU-NASULGC linkage is strengthened not only by joint projects, but also by the fact that a number of public universities enjoy membership in both AASCU and NASULGC.



NASULGC
Context

"Enlighten the people generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day."

Thomas Jefferson
Letter to Du Pont de Nemours,
April 24, 1816

America's state and land-grant universities have played a pivotal role in the development of our democratic society. Positioned as the keystone of a public-education system unparalleled in world history, the nation's great public universities have opened the doors to a better life for millions of Americans.

They have produced advances in new knowledge that have spurred the economic growth of the nation; spearheaded the development of revolutionary discoveries in basic and applied science, agriculture, and health; provided the undergirding for America's national-security system; and enhanced the quality of life for all citizens through engaging with community, state, and national needs.

NASULGC provides its members with a forum for coordinating discussion and action on issues concerning learning, discovery, and engagement with the public. The association works to strengthen existing educational partnerships and builds new ones between public higher education and federal, state and local governments, as well as with the business and civic sectors.

Over the years, the association has forged powerful partnerships, participated in numerous coalitions, and led the way to passage of such landmark legislation as the original G.I. Bill and its successors, the creation of the National Science Foundation, the 1958 National Defense Education Act, the Higher Education Act of 1965, the National Sea Grant College Program Act of 1966, and, most recently, the 1998 Reauthorization of the Higher Education Act.

Today, NASULGC stands at the threshold of a new era. With the new century, our nation faces formidable challenges and the certainty of extraordinary change. NASULGC universities are helping to chart the new directions our colleges and universities must take so that public higher education continues to be a vibrant force for positive change in American society.

The association continues to advocate programs that advance the historic mission of public higher education: to offer access, opportunity, and a quality education to all who can benefit from the experience; to discover and develop the new technologies that will keep the nation competitive; to produce a skilled workforce that meets America's needs and to provide new knowledge to citizens throughout their lifetimes; and to support the advances in the sciences, arts and humanities so vital to the cultural and social progress of this nation.

NASULGC

Mission and Goals

". . . it is the duty of an institution of learning set in the midst of a free population and amidst signs of social change, not merely to implant a sense of duty, but to illuminate duty by every lesson that can be drawn out of the past. It is not a dogmatic process."

Woodrow Wilson, 1896

The association's overriding mission is to coordinate national activities that enhance the capacity of member institutions to perform their traditional roles of fostering learning, discovery, and engagement—reflecting a strong social commitment to investing in the development of America's greatest resource, its people.

The specific areas of interest to the association are wide-ranging and include: guaranteeing broad access to postsecondary education; excellence in curricula and teaching at all levels of education; basic and applied scientific research; the environment and natural resources; urban affairs and welfare policies; fiscal and tax policies; trade competitiveness; international education; human health and nutrition; food and agriculture systems; marine science and technology; engineering; veterinary medicine; national security and defense; and the arts and humanities.

Basic Goals

NASULGC has adopted several basic goals as expressions of the association's philosophy and agenda for the next decade:

- Affirming that our nation, through its public colleges and universities, must provide access and opportunity for a college education to all who can benefit from the experience.
- Making the case that our nation must make investment in public higher education a top priority at the national and state levels, particularly through providing support for the information-technology infrastructure that will allow public institutions to serve their own student bodies, assist K-12 education, and provide the new skills and knowledge Americans need and desire throughout their lifetimes.
- Showing the central linkages between public higher education and our nation's economic and societal interests, to help strengthen the public perception of the value of state and land-grant universities.
- Creating a paradigm for international activity in U.S. universities, built around the unifying theme of a globalization of their missions.

NASULGC

Activities and Initiatives

As the voice of public higher education, NASULGC serves its member institutions by expressing their priorities and positions to the legislative and administrative branches of government in Washington, D.C. It also works to expand public understanding of the contributions of state and land-grant universities to society and to promote support for higher education within the private sector.

NASULGC places the following among its most important priorities:

• Preserving and enhancing student access and opportunity by such activities as expanding student financial-assistance programs. NASULGC will work with legislators and other higher-education groups to expand federal student-aid programs, in particular the maximum Pell Grant available. It also will support expanded outreach to K-12 education to insure that more students, including members of minority groups, receive adequate preparation to be admitted and succeed in higher education.

• Maintaining and enhancing the university academic research base and activities. The return to society from the public investment in science has been enormous. To retain the United States' scientific strength, higher education must continue to make the case for the value of supporting both research in developing "pure" new knowledge and research applied toward meeting societal goals. NASULGC will continue to foster partnerships among governments at all levels, its member universities, and industry.

• Reducing costly and unnecessary federal regulations. NASULGC will continue to work with the federal government and other higher-education associations to minimize or eliminate needless and expensive rules and regulations affecting public higher education. It will continue to support efforts to eliminate fraud, abuse, and inefficiency in federal programs and to promote public accountability.

• Serving as a strong voice for higher-education policies for the digital age. The use of technology is having a significant impact on the creation, preservation and dissemination of knowledge and information. Constant changes in technology affect many areas of the campus, from teaching and learning, to research and discovery, to student life, to the publication process, to outreach to communities, states, the nation, and beyond. NASULGC's Commission on Information Technologies will continue to work closely with other association councils and commissions on common areas of interest, identify policy positions, issue advisories and assessments, and actively participate in federal initiatives concerning intellectual property, free speech and inquiry, advanced communications and technology, telecommunications policy, and distributed-education issues.

• Encouraging change in public higher education. NASULGC's Kellogg Commission on the Future of State and Land-Grant Universities has completed its work, laying out a revamped agenda for public universities in the 21st century. The panel issued six reports that included a wide variety of recommendations for improving access to college and the student experience there, engaging universities with the public, providing lifelong learning, attempting to bring more coherence to the often-fragmented campus culture, and outlining commitments public universities should make in return for greater government and public support. Various activities are planned to carry out the recommendations and monitor institutions' progress.

• Participating in improving the accreditation process. The nation's voluntary process has come under attack from the Administration, Congress and the public. NASULGC will maintain its efforts to improve the processes of accrediting institutions and of recognizing accrediting agencies. The NASULGC Council on Academic Affairs, in particular, is working with the Council for Higher Education Accreditation to insure that the processes work efficiently and responsibly.

• Focusing on state issues. Increasingly, federal and state higher-education issues intersect. Major examples include pressures for accountability, demands for outreach to K-12 education, and strategies for providing student financial assistance. NASULGC's Council on Governmental Affairs and Council on University Relations and Development, in alliance with the American Association of State Colleges and Universities, will continue to work on such matters. NASULGC will seek to expand the ways in which NASULGC members can share information and communicate about state-relations issues.

• Promoting international awareness and understanding. The international initiatives of state and land-grant universities have made enormous contributions over the decades, but today globalization has changed the way markets and

the economy operate. As a result, in the 21st century, an educated person will need to function effectively and responsibly in a global environment. NASULGC will work with its member universities to help them integrate a global perspective and promote international experiences as central to their academic, scholarly, and outreach missions. It also will work with members to foster partnerships in the U.S. and abroad to promote these goals.

NASULGC pursues its mission through a variety of federal-relations activities, commission and council initiatives, and print and electronic communications projects.

The Federal Relations Group

The Federal Relations Group is staffed by professionals who have responsibilities for specific legislative areas and federal budget issues. The group keeps the membership informed about developments in the nation's capital that affect higher education, and it seeks to advance membership interests. With the support and direct participation of university staff members, the federal-relations group provides timely information on a wide range of complex legislative policy issues to members of Congress and their staffs and conveys the views of members.

The group also provides consultation and support for constituent NASULGC councils, commissions, and committees and serves as a communications network. It confers with other higher-education associations and with the membership to develop policy positions. Governmental-relations interests include those related to:

- **Food, Environment and Renewable Resources,** which deals with academic programs, research and extension activities in agriculture; food production, processing and delivery; human nutrition; human sciences; forestry; veterinary medicine; natural resources; land and water (including fish, wildlife and minerals); ecological sciences; marine and atmospheric sciences; and related environmental and social concerns. Close liaison is maintained with the U.S. Department of Agriculture, the National Science Foundation, the Environmental Protection Agency, the Department of the Interior, the Office of Naval Research, the U.S. Geological Survey, and the National Oceanic and Atmospheric Administration, as well as with other groups representing those who use the knowledge about agriculture and natural resources developed by NASULGC member institutions.
- **Higher education,** which embraces the association's interests in student financial aid and institutional support, as well as basic scientific and health research, veterans benefits, legal affairs, continuing education, higher education finance, and federal administrative regulations.
- **International affairs**, which serves as a center for information on legislation and governmental and nongovernmental programs related to international education, research, and development. It serves as a liaison between universities and government agencies, private organizations and education associations concerned with international programs and studies. Close liaison is maintained with the Agency for International Development and the Departments of State, Agriculture, and Education, as well as multilateral organizations. The staff also works closely with officials of international programs at member institutions and with various consortia working to establish and strengthen relationships with developing nations, particularly in the areas of education, agriculture and economic development.

Minority and Human Resources Programs

Advancement of public black colleges is a goal NASULGC pursues in cooperation with the American Association of State Colleges and Universities through the Office for the Advancement of Public Black Colleges. The office works within the associations and with other minority-related groups on congressional and federal issues of national significance to the advancement of public black universities. This unit seeks to increase the visibility and support for the nation's historically black public campuses by:

- Providing current information on issues of critical concern to public black colleges—particularly concerning development of educational policy;
- Working to bring these institutions into more meaningful and productive relationships with federal agencies;
- Promoting research on the roles of public black universities in American society; and
- Serving as a link between public black colleges and sources of financial support, such as foundations, corporations, and governmental agencies.

AASCU/NASULGC Office of Urban/Metropolitan Programs

The office works to promote the effectiveness of member universities serving urban areas as part of an ongoing national effort to increase cooperation between universities and their communities. It identifies, tracks, and monitors federal and nonfederal programs considered by the membership to be relevant to the urban/metropolitan university mission. The office maintains a clearinghouse of national programs relevant to community services and campus outreach. The office staffs the activities of the NASULGC Commission on the Urban Agenda, including a joint AASCU/NASULGC summer meeting.

Office of Public Afffairs

With responsibility for the overall public-affairs program of NASULGC, the office works closely with the president's office, councils and commissions, and other higher-education associations to set the organization's public-affairs policy and serve as its primary communications and publications unit. The staff produces NASULGC *Newsline*, the association's monthly newsletter; gathers and distributes membership data and other resource material on higher-education policy issues; works closely with the electronic and print news media; and collaborates with member university administrators who have primary responsibility for fund raising, media relations, publications, and alumni affairs. The office disseminates information on NASULGC programs and policies through a variety of communications channels including news briefings, official publications, e-mail, and the association's Website (http://www.nasulgc.org).

NASULGC

Councils

Councils are groups of people with similar roles at each of NASULGC's member institutions. They are organized to enable their members to communicate with each other on important issues in their areas of responsibility. Voting members of NASULGC councils are designated by the president or chancellor of the member institutions and are usually the institution's highest administrative or academic officer in the council's specified area. Councils are governed by chairs and executive committees elected by their voting members each year in November at the association's annual meeting. Councils meet at least once a year to discuss significant issues in their areas of concern, hear from national experts, advocate positions, conduct studies, issue reports, plan annual-meeting sessions, and carry out other activities in support of public higher education.

The following are the council chairs for 2000:

Council on Academic Affairs
Lawrence Abele
Provost and Vice President of Academic Affairs
Florida State University

Council on Business Affairs
Jerry Wallace
Vice President for Finance and Administration
University of Idaho

Council of 1890 Colleges and Universities
Oscar L. Prater
President
Fort Valley State University

Council on Extension, Continuing Education, and Public Service
Sherwin L. Davidson
Vice Provost for Academic Affairs
Portland State University

Council on Governmental Affairs
Raymond E. Bye
Interim Vice President for Research
Florida State University

Council of Presidents
Graham B. Spanier
President
The Pennsylvania State University

Council of Presidents' and Chancellors' Spouses
Kathleen Malone
Montana State University

Council on Research Policy and Graduate Education
Joan Lorden
Associate Provost for Research and Dean of the Graduate School
University of Alabama at Birmingham

Council on Student Affairs
David Williams II
Vice President for Student Affairs
The Ohio State University

Council on University Relations and Development
Bruce B. Darling
Vice President for University and External Relations
University of California

NASULGC Commissions

Analogous to interdisciplinary centers or institutes within a university, commissions monitor programs and develop policy positions in broad issue areas. The following are the functions and the chairs of NASULGC's six commissions for 2000:

Commission on Food, Environment, and Renewable Resources

Paul G. Risser
President
Oregon State University

The Commission on Food, Environment, and Renewable Resources focuses on crosscutting issues related to agriculture, forestry, human sciences, natural resources, ecological sciences, oceans and atmosphere, and veterinary medicine in the functional areas of research, extension and academic programs. Current high priority areas include: the quality and health of the environment; expanding partnerships with the U.S. Geological Survey, the Environmental Protection Agency (EPA) and the National Oceanic and Atmospheric Administration; sustainable natural resource management; water quality and quantity; global change; agriculture and marine biotechnology; food safety and quality; and international trade and development. The commission's immediate goal is to implement an integrated federal-relations program and formulate Congressional budget recommendations in these high-priority areas of national concern, as well as to forge partnerships with government agencies whose mission areas are congruent with the commission's activities.

Commission on Human Resources and Social Change

Dr. Frances Degen Horowitz
President
The Graduate School and University Center of the City University of New York

The Commission on Human Resources and Social Change seeks to bring into focus many of the interests widely dispersed throughout the association. Its concerns include, but are not limited to, such matters as access and opportunity, student financial aid, minority and multicultural affairs, nutrition and health, linkages with elementary and secondary education, and faculty recruitment and retention.

Commission on Information Technologies

Molly Corbet Broad
President
University of North Carolina

The Commission on Information Technologies was created to identify and develop policy positions and issue advisory assessments on information technology and related policy issues of concern to NASULGC members and to the nation. The use of technology is having a profound effect on the creation, preservation, and dissemination of knowledge and information.

Rapid changes occurring with electronic technologies will affect learning, classroom teaching, libraries, student life, the publication process, the workplace, modes of research, and public service. The commission is committed to serving as a strong voice for public higher education by actively participating in federal initiatives relating to the development of the National Information Infrastructure and other information-technology policy issues.

Commission on International Affairs

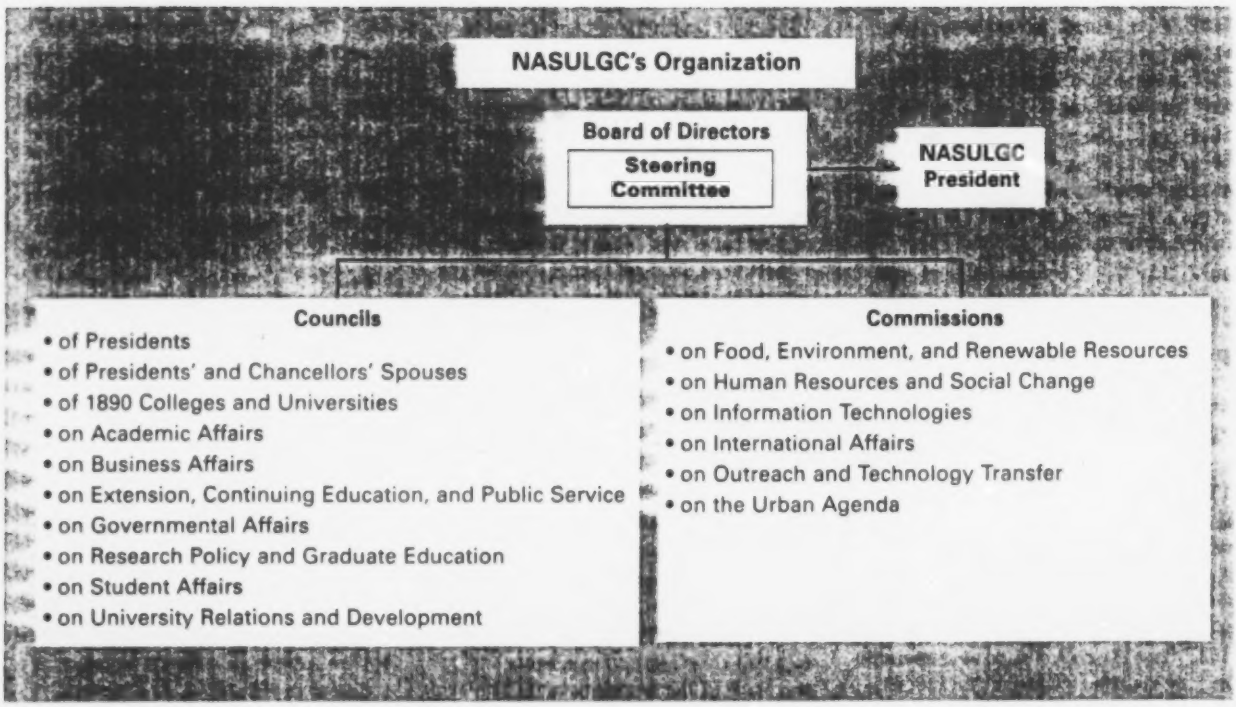
Dr. William E. Kirwan
President
The Ohio State University

The Commission on International Affairs seeks to incorporate a global dimension into the learning, discovery, and engagement activities of NASULGC members. It also supports initiatives within Congress, federal agencies, and multilateral development banks to enlarge the international dimension of academic exchanges, research, and development programs. Related committees include the International Agriculture Coordinating Committee, which seeks advice from a committee of NASULGC presidents and coordinates advocacy efforts on food and related international-development topics. The Globalizing Agricultural Science and Education Programs for America Standing Committee helps implement a comprehensive, long-range international agenda concerning globalization of U.S. agriculture.

Commission on Outreach and Technology Transfer

James Moeser
Chancellor
University of Nebraska-Lincoln

The purpose of the Commission on Outreach and Technology Transfer is to foster and support effective, high-quality outreach endeavors of the association's member institutions. The outreach mission of higher education is built on the foundation and experience of the Cooperative Extension system and the historical outreach functions of continuing and adult education, along with technology transfer and commercialization. Through an executive committee and several ad hoc committees, COTT provides


NASULGC's Organization
Board of Directors
Steering Committee
NASULGC President
Councils
• of Presidents
• of Presidents' and Chancellors' Spouses
• of 1890 Colleges and Universities
• on Academic Affairs
• on Business Affairs
• on Extension, Continuing Education, and Public Service
• on Governmental Affairs
• on Research Policy and Graduate Education
• on Student Affairs
• on University Relations and Development
Commissions
• on Food, Environment, and Renewable Resources
• on Human Resources and Social Change
• on Information Technologies
• on International Affairs
• on Outreach and Technology Transfer
• on the Urban Agenda

leadership for professional-development programs via seminars and the association's annual conference. The commission also endorses a limited number of surveys and studies to further support the priority interests and needs of its members.

Commission on the Urban Agenda

Nancy Belck
University of Nebraska at Omaha

The Commission on the Urban Agenda is NASULGC's chief vehicle for focusing on urban issues and programs. It is broadly constituted to encourage participation from the association's commissions and councils and works jointly with urban-serving institutions of the American Association of State Colleges and Universities. It functions to advocate policies, positions and legislative strategies that further the urban agenda at national, state, and city levels. It fosters the development of programs and projects of special interest to NASULGC and AASCU universities with strong commitments to urban areas and to the solution of urban issues.

"Since new developments are the products of a creative mind, we must therefore stimulate and encourage that type of mind in every way possible."

George Washington Carver, November 1932

NASULGC

History of the Association

1862 First Morrill Act is passed, providing federal lands to the states to be sold to support colleges of agriculture and mechanical arts.

1871 Representatives from 29 land-grant institutions meet in Chicago to discuss common issues; the gathering urges the establishment of agricultural experiment stations.

1872 The U.S. Commissioner of Agriculture convenes a meeting of agricultural colleges, societies and others; the group discusses additional land-grants, experiment stations and military training.

1877, 1882, 1883 "Unofficial" gatherings of land-grant leaders are held.

1885 Colleges of agriculture representatives meet in Washington, D.C., with representatives of the Department of Agriculture. The group agrees to create a formal association and hold annual conventions.

1887 The Hatch Act is passed, mandating the creation of agricultural experiment stations for scientific research.

1887 The first annual convention of the Association of American Agricultural Colleges and Experiment Stations is held in Washington, D.C. George W. Atherton of Pennsylvania State University is elected first president, and membership is limited to colleges receiving benefits under the 1862 Morrill Act and the 1887 Hatch Act. The association begins work in support of the second Morrill Act, which becomes law in 1890.

1890 The Second Morrill Act is passed, providing further endowment for colleges. Part of the funding is to be used for institutions for black students, leading to the creation of 17 historically black land-grant colleges.

1896 The National Association of State Universities is founded, representing "major" state universities, whether land-grant or not.

1912 Deans of engineering organize the Land-Grant College Engineering Association.

1914 The Smith-Lever Act is passed, providing federal support for land-grant institutions to offer instruction beyond their campuses through cooperative extension efforts in agriculture and home economics.

1919 The Land-Grant College Engineering Association and the Association of American Agricultural Colleges and Experiment Stations merge to form the American Association of Land-Grant Colleges.

1920 A home economics section is added to the American Association of Land-Grant Colleges.

1926 The association's name is changed to the Association of Land-Grant Colleges and Universities.

1939 Graduate studies are added to the association's agenda.

1945 A liberal arts component is added to the association.

1945 Russell I. Thackery is named the first full-time salaried executive secretary of the association, and its headquarters is located permanently in Washington, D.C.

1948 The veterinary medicine division is added to the association.

1950 The Council of General Extension is added to the association.

1954 The historically black land-grant institutions join the association.

1954 The association's name is changed to the American Association of Land-Grant Colleges and State Universities, in anticipation of a merger with the National Association of State Universities and the State Universities Association (nonland-grant state universities).

1963 The completed merger formally creates NASULGC, which undergoes major changes in structure and governance.

1966 The National Sea Grant College Act is passed with a mission of research, teaching and education in marine and coastal sciences. Many of the sea grant colleges are established at land-grant universities.

1968 One Dupont Circle becomes the National Center for Higher Education.

1969 Russell I. Thackery retires and is succeeded by Ralph K. Huitt as executive director of the association.

1979 Ralph K. Huitt retires and is succeeded by Robert L. Clodius, who is designated president.

1987 NASULGC's Centennial is celebrated.

1987 The Thurgood Marshall Scholarship Fund is established, supporting scholarships at the historically black public colleges and universities.

1990 "A Charter for the Nineties and Beyond," a year-long study of the association, is completed and approved in principle by its Senate.

1992 Robert L. Clodius retires; C. Peter Magrath becomes NASULGC's president, and new bylaws are adopted that streamline the association's structure.

1995 The American Indian Higher Education Consortium (AIHEC), representing the nation's 29 land-grant Native American colleges, becomes a member of NASULGC as a system.

1998 NASULGC purchases a building jointly with three other higher education associations and moves in midsummer to its new offices located at 1307 New York Avenue, N.W., Washington D.C. 20005.

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A Chronology of Federal Legislation Affecting Public Higher Education

1787 The Northwest Ordinance is passed, authorizing the sale of public land for support of education, thus establishing the land-grant principle.

1862 The First Morrill Act is passed and signed by President Abraham Lincoln, donating public lands to the several states, the sale of which is for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

1887 The Hatch Act is passed, mandating the creation of agricultural experiment stations for scientific research.

1890 The Second Morrill Act is passed, providing further endowment for colleges. Part of this funding is to be used for institutions for black students, leading to the creation of 17 historically black land-grant colleges.

1907 The Nelson Amendment to the Morrill Acts of 1862 and 1890 is passed, providing increased appropriations to land-grant institutions.

1914 The Smith-Lever Act is passed, providing federal support for land-grant institutions to offer educational programs to enhance the application of useful and practical information beyond their campuses through cooperative extension efforts with states and local communities.

1934 Congress creates the National Youth Administration to enable college students to earn money by performing educationally useful tasks and to continue their studies.

1935 The Bankhead-Jones Act adds to annual appropriations for land-grant institutions.

1942 The General Equivalency Diploma (GED) program and the Military Evaluations Programs for veterans who left school to serve in World War II are established.

1944 The Servicemen's Readjustment Act (G.I. Bill of Rights), Public Law 346, provides for the higher education of veterans.

1945 The Bankhead-Flannagan Act furthers the development of cooperative extension work in agriculture and home economics.

1946 Congress passes the Fulbright Act, Public Law 584, to enable Americans to study and teach abroad.

1946 The United Nations Educational, Scientific and Cultural Organization (UNESCO) is established, which among its many other activities, provides international exchange opportunities for American scholars and administrators.

1948 The U.S. Information and Educational Exchange Act (the Smith-Mundt Act) provides for the international exchange of teachers, students, lecturers and other specialists.

1950 The Point Four Program is enacted by Congress. The Foreign Economic Assistance Act creates the International Cooperation Administration, later renamed the Agency for International Development, or AID.

1950 Congress creates the National Science Foundation (NSF).

1950 The Land-Grant Endowment Funds Bill protects federal and private endowments from unilateral federal action to divert them from the purposes for which they were granted.

1952 The Veterans' Readjustment Assistance Act (Korean G.I. Bill of Rights) is passed.

1958 The National Defense Education Act (NDEA) provides college student loans, graduate fellowships and aid for improving the teaching of science, mathematics and modern languages.

1961 A report of the U.S. Commission on Civil Rights, "Equal Protection of the Laws in Public Higher Education: 1960," recommends that federal funds be disbursed "only to such publicly controlled institutions of higher education as do not discriminate on grounds of race, color, religion, or national origin."

1963 The Higher Education Act (HEA) of 1963 recognizes federal responsibility for aid to colleges and universities in the form of grants and loans for the construction of academic facilities.

1964 The National Defense Education Act Amendments authorize major changes to expand and strengthen the graduate fellowship program and eliminate discriminatory institutional limitations on assistance.

1965 The Higher Education Act of 1965 is passed, funding many higher education programs, including student aid.

1965 The Housing and Urban Development Act of 1965 establishes a maximum interest rate of three percent for the College Housing Loan Program.

1966 The National Defense Education Project is passed to coordinate the federal role in international education. Later, this project is incorporated as Title VI of the Higher Education Act.

1967 The District of Columbia Post Secondary Education Reorganization Act gives land-grant status to Federal City College, now the University of the District of Columbia. This establishes a precedent for federal trust areas to participate in the land-grant system.

1972 The University of Guam, Northern Marianas College, the Community Colleges of American Samoa and Micronesia, and the College of the Virgin Island secure land-grant status through the Education Amendments of 1972 (Public Law 92-318).

1979 The U.S. Department of Education is created.

1980 Congress passes the Education Amendments of 1980, amending the Higher Education Act of 1965.

1992 President Bush signs the Higher Education Act Amendments, reauthorizing the 1965 Higher Education Act.

1993 The National and Community Service Trust Act establishes a corporation to coordinate programs though which students receive minimum wage stipends and tuition benefits in return for community service.

1993 The federal government begins "direct lending," a program that enables colleges and universities to provide federally funded loans directly to students, thus avoiding private lenders and streamlining the process.

1994 The Elementary and Secondary Education Reauthorization Act of 1994 grants land-grant status to 29 Native American colleges, located primarily in the Plains states and areas of the West.

1998 The Higher Education Amendments of 1998 are passed.

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Member Institutions

Alabama
Alabama A&M University*
Auburn University*
Tuskegee University*
The University of Alabama System•
University of Alabama
University of Alabama at Birmingham
University of Alabama in Huntsville

Alaska
University of Alaska System*•
University of Alaska Fairbanks

American Samoa
American Samoa Community College*

Arizona
Arizona State University
Northern Arizona University
University of Arizona*

Arkansas
University of Arkansas System•
University of Arkansas, Fayetteville*
University of Arkansas at Pine Bluff*

California
California Polytechnic State University, San Luis Obispo
California State University System•
California State University, Fresno
California State University, Fullerton
California State University, Sacramento
San Diego State University
San Francisco State University
University of California*•
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz

Colorado
Colorado State University*
The University of Colorado•
University of Colorado at Boulder

Connecticut
Connecticut Agricultural Experiment Station*
University of Connecticut*

Delaware
Delaware State University*
University of Delaware*

District of Columbia
American Indian Higher Education Consortium*•
University of the District of Columbia*

Florida
Florida A&M University*
Florida Atlantic University
Florida International University
Florida State University
State University System of Florida•
University of Central Florida
University of Florida*
University of South Florida

Georgia
Fort Valley State University*
Georgia Institute of Technology
Georgia State University
University System of Georgia•
University of Georgia*

Guam
University of Guam*

Hawaii
University of Hawaii*

Idaho
University of Idaho*
Idaho State University

Illinois
Southern Illinois University•
Southern Illinois University at Carbondale
University of Illinois*•
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana-Champaign

Indiana
Indiana University•
Indiana University-Purdue University Indianapolis
Purdue University*

Iowa
Iowa State University*
University of Iowa

Kansas
Kansas State University*
University of Kansas
Wichita State University

Kentucky
Kentucky State University*
Northern Kentucky University
University of Kentucky*
University of Louisville

Louisiana
Louisiana State University System*•
Louisiana State University and Agricultural & Mechanical College
Louisiana Tech University
Southern University and A&M College System*•
University of New Orleans

Maine
University of Maine System•
University of Maine*

Maryland
Towson University
United States Naval Academy
University System of Maryland•
University of Maryland, College Park*
University of Maryland Eastern Shore*
University of Maryland Baltimore County
University of Maryland University College

Massachusetts
Massachusetts Institute of Technology*
University of Massachusetts*•
University of Massachusetts Amherst
University of Massachusetts Boston

Michigan
Michigan State University*
Michigan Technological University
Oakland University
University of Michigan
Wayne State University
Western Michigan University

Minnesota
University of Minnesota*
University of Minnesota Duluth

* Indicates a land-grant institution as designated by the state legislature
• Indicates a university system

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Mississippi

Alcorn State University*
Mississippi State University*
University of Mississippi
University of Southern Mississippi

Missouri

Lincoln University*
University of Missouri System*•
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Rolla
University of Missouri-St. Louis

Montana

Montana State University*
The University of Montana

Nebraska

University of Nebraska*•
University of Nebraska-Lincoln

Nevada

University of Nevada, Las Vegas
University of Nevada, Reno*

New Hampshire

University System of New Hampshire•
University of New Hampshire*

New Jersey

Montclair State University
New Jersey Institute of Technology
Rutgers, The State University of New Jersey*

New Mexico

New Mexico State University*
University of New Mexico

New York

Cornell University*
The City University of New York•
The Graduate School and University Center of The City University of New York
Hunter College of The City University of New York
State University of New York•
University at Albany, SUNY
University at Binghamton, SUNY
University at Buffalo, SUNY
University at Stony Brook, SUNY

North Carolina

East Carolina University
North Carolina A&T State University*
North Carolina State University*
University of North Carolina•
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro

North Dakota

North Dakota State University*
University of North Dakota

Ohio

Bowling Green State University
Cleveland State University
Kent State University
Miami University
The Ohio State University*
Ohio University
University of Akron
University of Cincinnati
University of Toledo
Wright State University

Oklahoma

Langston University*
Oklahoma State University*
University of Oklahoma

Oregon

Oregon State University*
Oregon University System•
Portland State University
University of Oregon

Pennsylvania

Indiana University of Pennsylvania
The Pennsylvania State University*
Temple University
University of Pittsburgh

Puerto Rico

University of Puerto Rico*
University of Puerto Rico Mayaguez Campus
University of Puerto Rico Rio Piedras

Rhode Island

University of Rhode Island*

South Carolina

Clemson University*
South Carolina State University*
University of South Carolina

South Dakota

South Dakota State University*
University of South Dakota

Tennessee

Middle Tennessee State University
Tennessee State University*
University of Memphis
University of Tennessee*•
University of Tennessee, Knoxville

Texas

Prairie View A&M University*
Southwest Texas State University
Texas A&M University System•
Texas A&M University*
Texas Tech University
University of Houston System•
University of Houston
University of North Texas
University of Texas System•
University of Texas at Arlington
University of Texas at Austin
The University of Texas at San Antonio

Utah

University of Utah
Utah State University*

Vermont

University of Vermont*

Virgin Islands

University of the Virgin Islands*

Virginia

University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute & State University*
Virginia State University*

Washington

University of Washington
Washington State University*

West Virginia

Marshall University
West Virginia State College*
West Virginia University*

Wisconsin

University of Wisconsin System•
University of Wisconsin-Madison*
University of Wisconsin-Milwaukee
University of Wisconsin-Extension

Wyoming

University of Wyoming*

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Future Annual Meeting Dates

2000

San Antonio Rivercenter/Riverwalk Marriott Hotels
San Antonio, Texas
Monday, November 13-Wednesday, November 15

2001

Grand Hyatt Washington and Washington Metro Center
Marriott Hotels
Washington, DC
Sunday, November 11-Tuesday, November 13

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